



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511274

DfES Number: 513433

INSPECTION DETAILS

Inspection Date 10/05/2004
Inspector Name Louise, Caroline Bonney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Pollyanna Pre-School
Setting Address Lindford Church Hall
Chase Road, Lindford, Bordon
Bordon
Hampshire
GU35 0RG

REGISTERED PROVIDER DETAILS

Name POLLYANNA PRE-SCHOOL

ORGANISATION DETAILS

Name POLLYANNA PRE-SCHOOL
Address LINDFORD CHURCH HALL
CHASE ROAD,LINDFORD
BORDON
HAMPSHIRE
GU35 0RG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Pollyanna Pre-School is a privately owned group, which opened in 1986, and offers full day care for children aged 2½ to 5 years. The preschool operates from the church hall in the village centre, and has access to the kitchen, toilets and a secure outdoor area. They also occasionally use the church. The preschool serves the local area.

There are currently 33 children on roll, from 2 ½ to under 5 years. This includes 12 funded 3-year-olds, and 12 funded 4-year-olds. Children attend a variety of sessions each week. The preschool is able to support children who have special needs, and who speak English as an additional language.

The setting opens 5 days a week during school term times. Sessions are from 09:15 until 12.15 on Monday to Friday, extending to 15:15 on Monday and Wednesday. Children staying all day bring a packed lunch.

There are nine members of staff working with the children, eight are part-time. Over half the staff have early years qualifications to the equivalent of NVQ levels two or three, and one member of staff is currently working towards a Foundation Degree. The setting receives support from a teacher mentor, and attends cluster group meetings with other local preschools and schools. Support and advice is also received from the Area Special Educational Needs Co-ordinator.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Pollyanna Pre-school is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Staff plan interesting and stimulating activities, and organise the indoor and outdoor space and resources imaginatively. They make good use of the outdoor area to promote children's physical skills, and to explore the natural world. Staff interact well with the children, and develop friendly relationships with them. They ask them questions which encourage them to communicate and think, and model new language during activities. Staff give good support to children individually or in small groups, although management of large group activities is less successful. Staff carry out observations on the children, and maintain their achievement records to show how they are progressing towards the early learning goals. Planning shows clear learning aims, but does not always have sufficient detail to ensure effective delivery.

The leadership and management of the pre-school is generally good. The owner/supervisor has a well-trained team, who attend weekly planning meetings, and support each other well. She regularly appraises and monitors the setting, and together with staff instigates changes that effectively improve the provision. She has recently introduced new planning and children's achievement records that support the delivery of the Foundation Stage. The owner uses behaviour management strategies that do not always produce the required outcome for children.

The partnership with parents and carers is very good. Parents receive good quality information about the setting through the prospectus and newsletters. They talk informally to the staff, and receive a copy of their child's achievement record. They also receive information about the focus of learning, so that they can support their children's learning at home.

What is being done well?

- Staff promote children's communication and language well. They skilfully question and talk to children during activities to extend their thinking and planning, and model new language clearly.
- Children are using mathematical thinking through well planned practical activities. They park cars in numbered bays, find shoes in the shoe shop to fit themselves and their doll, and count out coins when paying for them.
- Children enjoy exploring the natural world. They marvel at how their seedlings are growing, and enthusiastically hunt for insects under pots, using magnifying glasses to look at them more closely.
- Children's physical skills are promoted very effectively through the daily use

of the outdoor area, and a stimulating range of indoor and outdoor activities.

- Children concentrate and persist well during art and craft activities. They are given time to experiment with paint, and staff encourage and support them as they develop their own ideas when modelling with recycled materials.

What needs to be improved?

- strategies for positive management of large group activities
- planning, to show how children's development is effectively supported through grouping of children, allocation of staff, additional resources and extension of activities
- organisation of snack time, to reduce waiting time and encourage children's independence

What has improved since the last inspection?

Generally good progress has been made since the last inspection. There are two action points needing consideration. One was to develop the educational programme by providing more extension activities, and the other was to simplify children's assessment records in order to make them more manageable.

The education programme for four-year-olds has been improved through the introduction of the Foundation Stage curriculum. Staff are now extending children more through questioning and talking to the children about their activities, and through using their knowledge of the Foundation Stage. However, plans do not record detail such as grouping of children, allocation of staff and extension of activities to ensure opportunities are taken to build on children's previous knowledge, understanding and skills.

There is a new system in place for assessing the children. Staff carry out observations during specific activities, and keep anecdotal records. They use these to up-date the children's achievement records weekly, and refer to them when planning activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate well from parents, with staff giving extra support where needed. They are keen to participate in the activities set out by staff, and show increasing levels of concentration during their play. Children form trusting relationships with staff and each other. They share and are helpful when tidying up, but settling children during large group activities is often difficult. They independently look after their personal care, and some are able to put on aprons and coats.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books, and listen to stories in large and small groups. They are aware that print carries meaning through good use of labelling around the group. They find their names on arrival, and know the sounds of familiar letters. Children are good communicators, and enjoy recalling the adventures of the group's toy when they take him home. Books are used well to support activities, and there are good opportunities for children to use emergent writing during practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have very good opportunities to see and use numbers, and use mathematics during a good range of practical activities. Some children recognise numerals up to 10, and can predict the next number up to 5. They do simple calculation when singing number rhymes, and weighing bears using the balancing scales. They solve simple problems, like halving the food so that more children can have some. They explore shape and size, such as finding shoes to fit the baby, or sorting toys by size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are very curious, and have good opportunities to explore and investigate. They hunt for insects, watch how various balls bounce, and test whether a cube will roll. They model with recycled materials, using a variety of joining techniques. They freely access the computer. Children recall events verbally, through craft activities and displays, such as the visit to the mill pond. They experience other cultures, and visit a local Indian restaurant to experience the food and culture.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently as they negotiate the obstacle course staff set up indoors. Outside they ride cars and pedal tricycles around a marked course without colliding. They kick, throw and catch balls with increasing skill. They use a good variety of tools which help them develop dexterity and control. They handle scissors, pencils, paint brushes and the computer mouse with increasing control. During role play they peg socks on the airer, and practise tying shoelaces.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour during a varied range of painting activities, and develop their own creative ideas well when making models with recycled materials. They become absorbed in stimulating role play, which is well supported by staff interaction and provision of resources. They enthusiastically join in singing their favourite rhymes. Children express excitement when looking at how their seeds have grown, and use modelling, role play and painting to communicate their ideas effectively.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop effective positive strategies for management of large group activities
- improve planning to provide sufficient detail to aid delivery of activities, such as grouping of children, allocation of staff, additional resources and extension of activities
- improve organisation of snack time, to reduce time children wait and encourage their independence.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.